



**THE ENGLISH VOCABULARY MASTERY
OF THE FIFTH GRADE STUDENTS
OF SD N 1 GEMULUNG PECANGAAN JEPARA
IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING TPR-STORYTELLING**

**By
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**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirement for Completing the Sarjana Program
in the Department of English Education**

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MOTTO AND DEDICATION

MOTTO

- ♥ *Life is often compared to a marathon but it is more like being sprinter, long stretches of hard work punctuated by brief moments in which we are give the opportunity to perform at our best.*

(Michael Johnson)

- ♥ *All of the result we get depends on our effort*

DEDICATION

This skripsi is dedicated to:

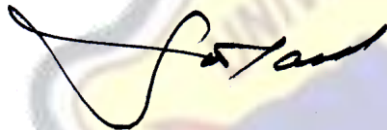
- ❖ *The writer's mother and father*
- ❖ *The writer's family*
- ❖ *The writer's close friends*

ADVISORS' APPROVAL

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Kudus, June 2013

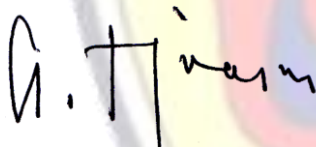
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Acknowledged by
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Dean



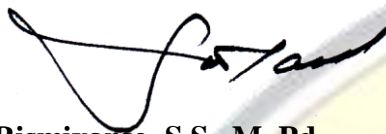
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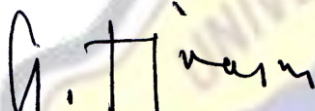
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This research proposal can be finished by the support and help of many people. Here the writer would like to express her gratiude to:

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This occasion, the writer hopes that this study will be useful, and she would be happy to receive any construtive criticism and suggestion from the reader.

Kudus, Mei 2014

Emilia Chandra Dewi



ABSTRACT

Dewi, Emilia Chandra. 2014. *The English Vocabulary Mastery of the Fifth Grade Students of SD N 1 Gemulung Pecangaan Jepara in Academic Year 2013/2014 Taught by using TPR-Storytelling*. Skripsi. English Education Department Teacher Training and Education Faculty University of Muria Kudus. Advisors: (i) Rismiyanto S.S, M. Pd. (ii) Dr. H.A. Hilal Madjdi, S.Pd, M.Pd.

Key words: *English vocabulary, TPR-Storytelling*

Teaching English in Elementary school is not easy but it is interesting since English is as foreign language beside the characteristic of young learners itself. There are four basic skills (listening, speaking, reading, and writing) in learning language. The four skill are supported by language component they are vocabulary, pronunciation and grammar. The writer choose vocabulary as language component to conduct the research. Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in term of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. In this case, most of students have difficulties in mastering English vocabulary. In the teaching and learning process the teacher should choose the appropriate technique in order to creat learning English vocabulary.

The study is aimed to find out the significant difference between the English vocabulary mastery of the fifth grade students of SD N 1 Gemulung Pecangaan Jepara in academic year 2013/2014 before and after being taught by using TPR-Storytelling.

To be able to find the significant difference between the English vocabulary mastery of the fifth grade students of SD N 1 Gemulung Pecangaan Jepara in academic year 2013/2014 before and after being taught by using TPR-Storytelling, the writer conduct an experimental research which is in the area of quantitatif. The population of this research is the fifth grade students of SD N 1 Gemulung Pecangaan Jepara which are consist of twenty eight students. Since the total population is less that one hundred so all of them takes as the subject of the research. Test is used as the instrument of the reseach. The the test is written test, the form of the test is multiple choise test that consist of twenty item test.

Based on the analyzing the data, it was found that the English vocabulary mastery of the fifth grade students of SD N 1 Gemulung Pecangaan Jepara in academic year 2013/2014 after being taught by using TPR-Storytelling was categorized excellent. The mean is 87.46, and the standard deviation is 7.88. Meanwhile the English vocabulary mastery of the fifth grade students of SD N 1 Gemulung Pecangaan Jepara in academic year 2013/2014 before being taught by using TPR-Storytelling was categorized sufficient. The mean is 65.5 and standard deviation is 15.85. Moreover the calculation of t-observation (to) 9.75 was higher than t-table (tt) 2.06 in level of significance 5%. It means there is significance difference between the English vocabulary mastery of the fifth grade students of

SD N 1 Gemulung Pecangaan Jepara in academic year 2013/2014 before and after being taught by using TPR-Storytelling

Based on the result above, the writer suggests that the English teacher is expected to use TPR-Storytelling as an alternative technique to teach English vocabulary mastery. The other researcher are suggested to conduct a study of this technique to the other English skill or the other subject in different level.



ABSTRAKSI

Dewi, Emilia Chandra. 2014. *Pengajaran Kosakata Bahasa Inggris dengan Menggunakan TPR-Storytelling Pada Siswa Kelas Lima SDN 1 Gemulung Pecangaan Jepara Tahun Ajaran 2013/2014*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (i) Rismiyanto S.S, M. Pd. (ii) Dr. H.A. Hilal Madjdi, S.Pd, M.Pd.

Key words: *Kosa kata bahasa Inggris, TPR-Storytelling*

Mengajar bahasa inggris di sekolah dasar merupakan hal yang sulit tapi menyenangkan, karena posisi bahasa inggris sebagai bahasa asing disamping karakteristik anak-anak itu sendiri. Ada empat aspek dasar (mendengarkan, berbicara, membaca dan menulis) dalam pembelajaran bahasa. Keempat aspek dasar tersebut harus didukung dengan komponen bahasa seperti kosakata, pengucapan dan tata bahasa. Penulis memilih kosakata sebagai salah satu komponen bahasa untuk penelitian. Kosakata merupakan aspek penting dalam belajar bahasa asing. Dengan keterbatasan kosakata setiap orang juga akan memiliki keterbatasan dalam berbicara, membaca, mendengar dan menulis. Tidak akan mungkin mempelajari suatu bahasa tanpa penguasaan kosakata. Dalam kasus ini, kebanyakan siswa merasa kesulitan dalam penguasaan kosakata. Dalam proses belajar mengajar guru harus memilih teknik yang tepat untuk menciptakan pembelajaran kosakata bahasa inggris.

Penelitian ini bertujuan untuk menemukan ada atau tidaknya perbedaan antara penguasaan kosakata bahasa Inggris siswa kelas lima SD N 1 Gemulung Pecangaan Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan TPR-Storytelling.

Untuk dapat menemukan perbedaan antara penguasaan kosakata bahasa Inggris siswa kelas lima SD N 1 Gemulung Pecangaan Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan TPR-Storytelling. Penulis melakukan sebuah penelitian eksperimen dalam ranah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas lima SD N 1 Gemulung Pecangaan Jepara yang terdiri atas dua puluh delapan siswa. Dikarenakan jumlah populasi kurang dari seratus jadi semua anggota populasi dijadikan subjek penelitian. Test digunakan sebagai instrumen penelitian. Tesnya adalah tes tulis, bentuk tes adalah pilihan ganda yang terdiri dari dua puluh soal.

Berdasarkan analisis data. Ditemukan bahwa penguasaan kosakata bahasa Inggris siswa kelas lima SD N 1 Gemulung Pecangaan Jepara tahun ajaran 2013/2014 sesudah diajar menggunakan TPR-Storytelling dikategorikan baik sekali. Nilai rata-rata adalah 87.46, dan standart deviasi adalah 7.88. Sementara penguasaan kosakata bahasa Inggris siswa kelas lima SD N 1 Gemulung Pecangaan Jepara tahun ajaran 2013/2014 sebelum diajar menggunakan TPR-Storytelling dikategorikan cukup. Nilai rata-rata adalah 65.5, dan standart deviasi adalah 15.85. Perhitungan t-observation (to) 9.75 lebih tinggi dari t-table (tt) 2.06 dengan tingkat signifikan 5%. Ini bermakna bahwa ada perbedaan yang signifikan

antara penguasaan kosakata bahasa Inggris siswa kelas lima SD N 1 Gemulung Pecangaan Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan TPR-Storytelling.

Dari hasil diatas, penulis menyarankan kepada guru bahasa Inggris untuk menggunakan TPR-Storytelling sebagai sebuah teknik alternative dalam mengajar pemahaman kosakata. Untuk peneliti yang lain diharapkan untuk melakukan penelitian tentang penggunaan tehnik TPR-Storytelling pada skill bahasa Inggris yang lain dan pada level yang berbeda.



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